

#SDG200 - Ocean-Climate-Society: Sustainability summer course

One Ocean Expedition

Setting Sail for the Future
August 2021 – April 2023



United Nations
Educational, Scientific and
Cultural Organization



Intergovernmental
Oceanographic
Commission



2021
2030 United Nations Decade
of Ocean Science
for Sustainable Development



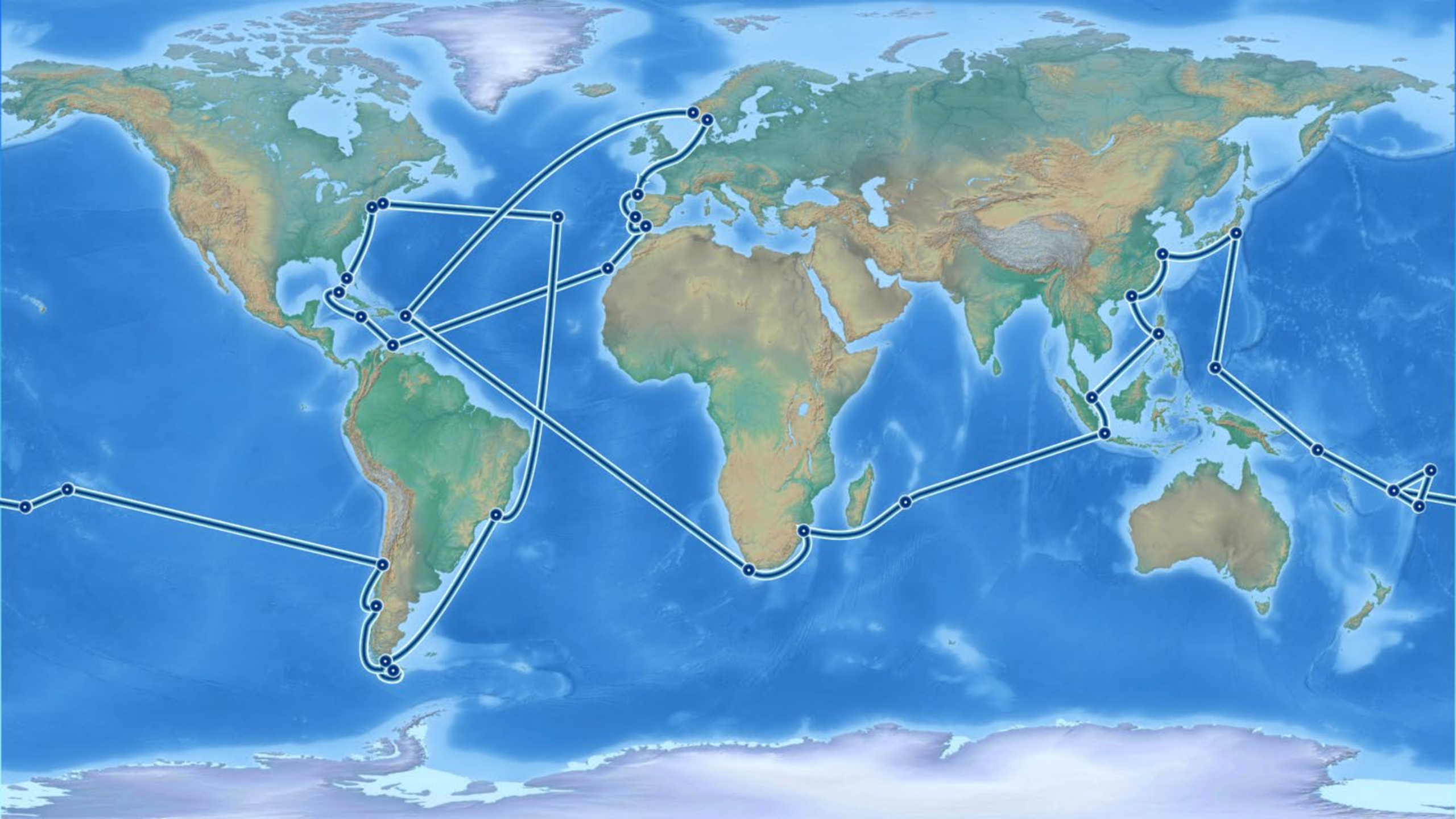
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KatjaEnberg

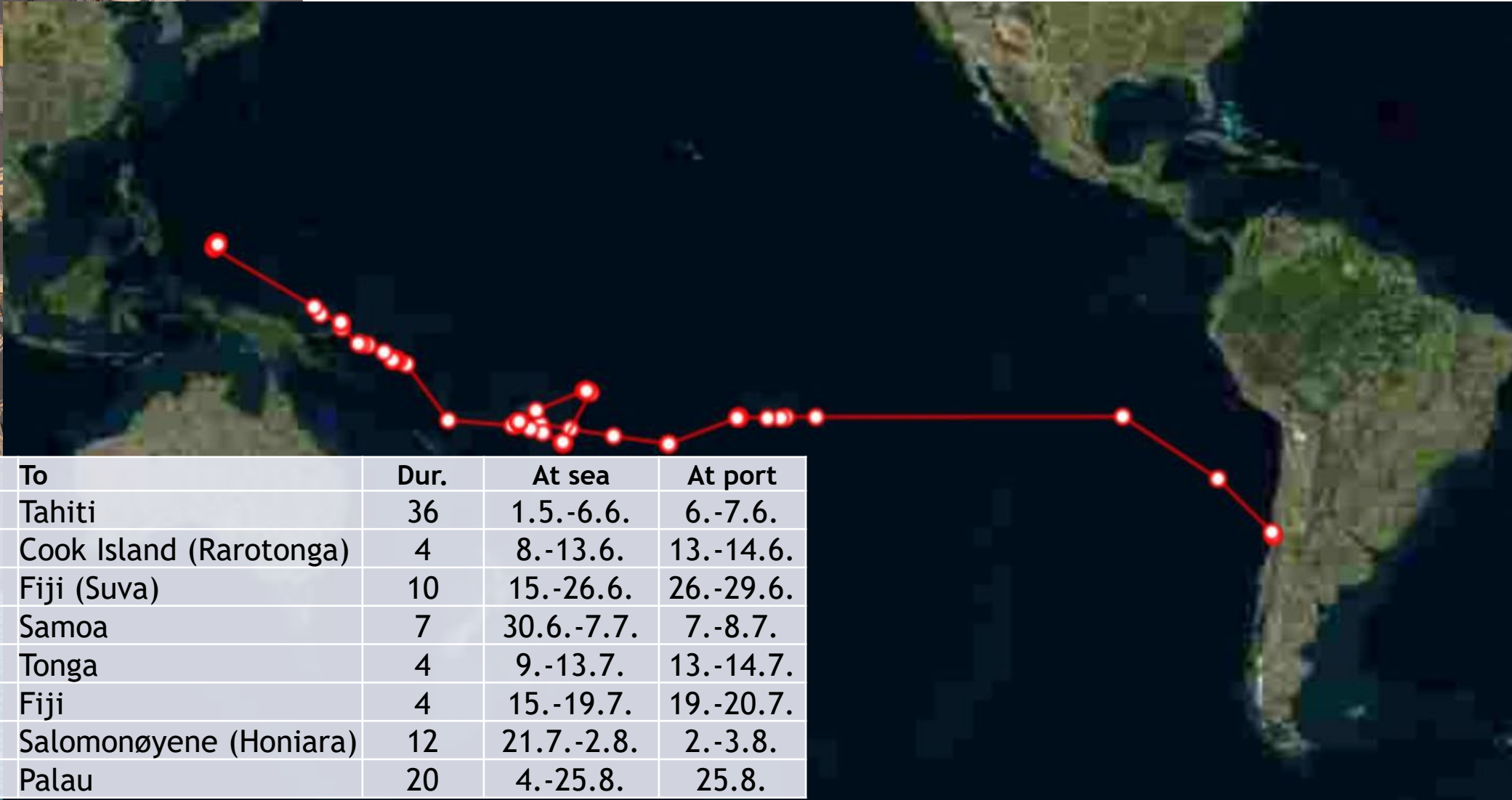
<https://www.uib.no/en/course/SDG200>




SDG200

Ocean-Climate-Society: Sustainability summer course

- 4 months (1.5.-25.8.2022)



Leg	From	To	Dur.	At sea	At port
1	Valparaiso	Tahiti	36	1.5.-6.6.	6.-7.6.
2	Tahiti	Cook Island (Rarotonga)	4	8.-13.6.	13.-14.6.
3	Cook Island	Fiji (Suva)	10	15.-26.6.	26.-29.6.
4	Fiji (Suva)	Samoa	7	30.6.-7.7.	7.-8.7.
5	Samoa	Tonga	4	9.-13.7.	13.-14.7.
6	Tonga	Fiji	4	15.-19.7.	19.-20.7.
7	Fiji	Salomonøyene (Honiara)	12	21.7.-2.8.	2.-3.8.
8	Salomonøyene	Palau	20	4.-25.8.	25.8.

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- A world map with a network of white lines and dots overlaid, representing a global network or travel routes. The map is light blue and green, with the network lines connecting various points across the continents.
- 25-30 students will stay on Fiji for the period 30.6.-20.7.
 - Field work in social anthropology
 - 25-30 local students will board Statsraad Lehmkuhl
 - Participate in the teaching and other duties on board
 - Participants will be asked for their preference, but we can't guarantee that everyone gets their first choice!



SDG200

Ocean-Climate-Society: Sustainability summer course

- 4 months (1.5.-25.8.2022)
- 30 ECTS
- 90 students
- Open to students from all Norwegian higher education institutes
 - + via IOC/OTGA oceanexpert.org/event/3094
 - + selected foreign partner universities

Students need

- 60 ECTS from a university
- approved seamen's health certificate (when boarding)
- UiB students need study right spring & autumn 2022





1.5.-25.8.
Katja Enberg



21.7.-25.8.
Kerim H. Nisancioglu



30.6.-25.8.
Camilla Borrevik



1.5.-6.6.
Roar Espevik



8.6.-8.7.
Joanna Siekiera



8.6.-20.7.
Miriam Ladstein



30.6.-20.7.
Edvard Hviding

- Students are divided in three “quarters”
- Working in shifts (2x4hours/day)



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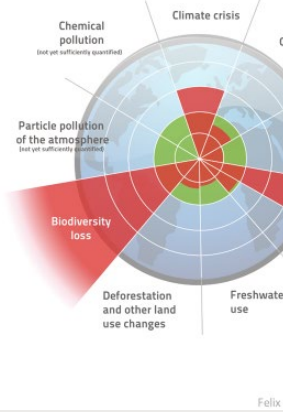






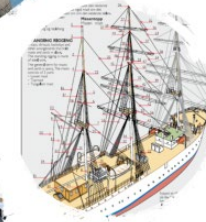
Planetary boundaries

- Explain how **planetary boundaries** define the safe operating space for humanity.
- Apply concepts of sustainability and planetary boundaries to develop a sustainability solution.



Humans: individuals, groups and societies

- Engage with the sustainability challenges in Agenda 2030, while acknowledging the role of **individual and collective actions**.
- Recognise and explain **connections between social, cultural, economic and environmental challenges** in achieving **socially just and sustainable societies**.

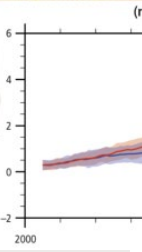


Sailing

- Explain basic **nautical expressions** including ropes.
- Participate in sailing and basic navigation at sea.

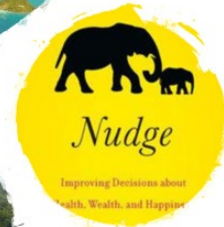
Methods

- Design a study using **qualitative and quantitative research methods**, and explain how these are needed for finding **solutions** for sustainable development.
- Apply simple **models of climate and population dynamics**.
- Apply **natural, behavioural and social science methods and data** to evaluate **sustainability solutions** and their impacts.
- **Collect, interpret and communicate data** in the field.



Climate change

- Explain the **greenhouse effect** and the relative importance of **natural and man-made emissions** for climate change in the past and the future.
- Recognise the human impacts on the **climate system** and assess the **risks** to local ecosystems and societies.
- Explain the **international frameworks**, including **legal**, for climate **assessment, adaption and mitigation**.
- **Assess which human activities** contribute most to climate change (on an individual, local, national and global level).



Humans: individuals, groups and societies

- Apply **behavioural science** to understand attitudes and behaviours towards sustainable development
- Analyse case studies from the Pacific region including **regionalism, political agenda, international treaties, and sustainability efforts**.
- Analyse and contextualise **social phenomena** that arise from **unsustainable practices**

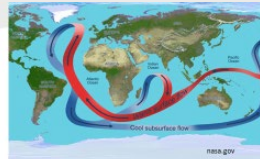
Understanding research and policy

- Explore **connections and contrasts** between **scientific literature** and the literature of **reports, conventions and popular science literature**.
- Analyse current **scientific knowledge** and identify **research needs** related to **SDGs**.



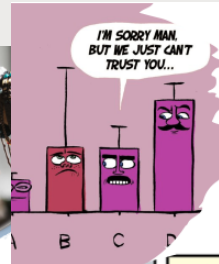
Ocean and its resources

- Reflect upon the role of **oceans in global climate, ecological, oceanographic, and food systems**.
- Explain basic **ecological, oceanographic and meteorological** concepts, relating the latter two to global **wind systems and ocean currents**.
- Compare different **fisheries management systems** and approaches.



Humans: individuals, groups and societies

- Accommodate **individual differences of opinions and actions, cultural and social backgrounds** and **negotiate across these differences**.
- Contribute to **interdisciplinary teams** and value the **different roles** within such teams.
- Evaluate **current political processes** and ways to influence these at an individual, community and regional level.



Understanding research and policy

- Identify differences between **scientific knowledge, values and opinions**, and critically evaluate different types of arguments in **societally relevant debates**.
- Provide **constructive feedback** and conduct **peer-reviews** verbally and in written form.
- Compose and use **scientifically valid arguments** in societally relevant debates.
- Analyze **uncertainty** and its role in **science and decision-making**.

How will the teaching be?

- Active learning
- Several assignments, all obligatory
 - Essays (individual and group)
 - Presentations
 - Reflection diary
 - Communication/outreach as a learning activity
 - Popular science books
- Assignments (and whole teaching framework) needs to be flexible
- All assessment done when the students leave the ship

FAIL

PASS

Student selection criteria

- CV and motivation letter
- Academic diversity and interdisciplinary approach
- International representation
- Gender diversity

Shortlisted candidates may be invited to an interview

We want to have an interdisciplinary and diverse student group!



Timeline

September 20th: Søknadsweb opens

October 18th: application deadline

December 1st: applicants informed of the decision

December 15th: deadline to accept the offer

January 15th: deadline for **first payment** of 15 000 NOK

March 1st: deadline for **second payment** of 14 250 NOK

If the deadlines are not met, the student will lose their place on the course



Links and Video

<https://oneoceanexpedition.com/>

<https://www.uib.no/oneocean/>

<https://www.uib.no/en/course/SDG200>

<https://youtu.be/4d-w5Y1NFD0>

<https://youtu.be/KxJmWfptydc>

<https://youtu.be/meast8OyZ1g>

<https://fb.watch/7B07fu14MY/>



And now, TIME FOR QUESTIONS!